

PLC Guide: The following is a sample protocol that school-wide or teacher PLC teams might use to begin to analyze item types of TNReady ELA Item Types. This should take approximately 45-60 minutes. **Focus: Instructional Planning**

Topic for Discussion: TNReady ELA Item Type Analysis (Could be used in concert with the TNReady Writing Types Analysis PLC or separately.)

Step 1:	<p>Download the “TNReady Item Types” from the “For Leaders” section of the TNCore website at www.tncore.org. (You may also make copies of them from this manual) Please print a copy of the “TNReady ELA Blueprint” for the appropriate grades. Links to these are found under the “For Leaders” section as well.</p> <p>PRIOR: Ask teachers to bring in any samples of any text dependent questioning assignments that they currently use to assess their student’s ability to explain or summarize a central idea.</p>
Step 2:	<ol style="list-style-type: none"> 1. Review the “TNReady Item Types” document. 2. Give teachers 5 minutes time to mark or highlight any item descriptions that peak their interests and discuss at their tables. Have one teacher share reactions for their prospective groups.
Step 3:	<ol style="list-style-type: none"> 1. Walk through each Item Type, Description and Example with teachers. 2. Place special emphasis on the Item Type and the Description columns. 3. Have teachers list observations about the item types that excite them the most and that cause them the most concern.
Step 4:	<p>Use the following guiding questions for discussing scoring:</p> <ol style="list-style-type: none"> 1. Review now the “Scoring” column and the “Approximate Percentage of Total Score Points” columns. 2. What items will be hand-scored and what will be machine scored? 3. Where do opportunities for partial credit exist and where are there only right/wrong answers? 4. What observations do you make about the total percentage of the test?
Step 5:	<p>Now let’s talk about what these types mean for daily instructional planning. (Use the following guiding discussion questions):</p> <ol style="list-style-type: none"> 1. How often are we encouraging students to write using some format similar to the “Plan, Write, Revise, and Edit” process? 2. How often are we incorporating a range of items/tasks into daily instruction that look like these items? 3. After seeing these sample items, how can we expose our students to the various components of multiple select items that include stems, graphics, or multiple answer choices? 4. How often are students pushed to select a text from a passage to provide evidence as to why they chose a specific answer? Do we need to spend more time allowing our students to share pathways and reasoning? 5. What further technology skills do you see as needs for refinement for our students?

Step 6:	<p>Have teachers get out the assessments they currently give to their students. Have them discuss the following questions:</p> <ol style="list-style-type: none"> 1. What are the similarities and differences of our current assignments and the TNReady item descriptions? 2. How can we make our assessments look more like these TNReady sample items? 3. What actions do we need to take to ensure that our instructional planning includes more experiences similar to what we see in the item types?
Step 7:	<p>Have teachers identify ELA instructional planning priorities for the 2015-2016 school year. Conduct a "START-STOP-KEEP" reflection with teachers that allows them to reflect on current writing practices at your school.</p>